Technology Innovation Challenge Grants

Applications Due: March 12, 1999

UNITED STATES DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
Office of Reform Assistance and Dissemination

December 1998

Dear Applicant:

In response to the technology challenges that educators face, we are inviting them to join forces with business leaders and community organizations to apply for Technology Innovation Challenge Grants.

Successful applicants begin with a well-defined vision of how computers and telecommunication networks can improve teaching and learning. To make this vision a reality, applicants should build support through strong community partnerships that marshal the technological expertise and resources needed to integrate these new learning tools into their school improvement plans. These consortium partners will in turn work with teachers and students to generate challenging curricula in core subjects. Grants have already been awarded to 82 school districts that have responded to this challenge.

This year's program seeks applications from districts that have brought together a wide range of partners to demonstrate innovative approaches for integrating technology into teaching and learning. The program seeks bold new ideas that could be sustained after the program ends and used widely throughout the United States. Critical to this program is not just the demonstration of an idea, but also quantitative and qualitative evaluation of the degree to which the idea is implemented and its impact on student achievement and technology literacy as well as teacher competencies.

We encourage school districts across the country to build partnerships to establish a clear vision and a plan of action for the use of new technologies to improve teaching and learning in their communities. We look forward to receiving your application and to working with you to realize your vision.

Sincerely,

Cheryl P. Garnette
Acting Director
Learning Technologies Division

WASHINGTON, D.C. 20208-5544

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

Introduction

The Technology Innovation Challenge Grants provide five-year funding for school districts, in partnership with businesses, community organizations, and educational researchers, to implement, evaluate, and document innovative applications of information and computer technologies to systemic educational reform. These grants, 82 of which have been given out since 1995, are a stimulus for creative applications of technology in support of high standards for all students.

As computers, the Internet, and the World-Wide Web become the standard support tools for industry, government, and private citizens, schools need to take advantage of these same tools in advancing into the 21st century. But educational change needs to be systemic, coordinating instructional development, professional development, assessment, and administrative participation. Schools that are striving to implement systemic reform need also to form partnerships with businesses, community organizations, universities, and local governmental groups to ensure that the goals and activities of the schools receive the widest possible support.

Research on the use of technology in education, although still quite limited, has nevertheless shown that technology can be an effective support for learning and teaching if used appropriately. But this same research shows that not all applications of technology in education are effective. What we have learned over the past century about effective schools and effective teaching also applies to technology. Lessons delivered by multimedia computers or over the World-Wide Web must be well designed, appropriate for the aptitudes and developmental levels of the students they are directed toward, and easy for teachers to integrate into their daily teaching. Similarly, teachers must be mentored in the use of technology for teaching and learning (including their own learning) and provided appropriate supports.

The Technology Innovation Challenge Grant program seeks applications from districts that have brought together a wide range of partners to demonstrate innovative approaches for integrating technology into schooling and teaching. The program seeks bold new ideas that could be sustained after the program ends and used widely throughout the United States. Critical to this program is not just the demonstration of an idea, but also quantitative and qualitative evaluation of the degree to which the idea is implemented and its impact on student achievement and technology literacy as well as teacher competencies.

A model application might focus on extending learning outside of the school by connecting community libraries, businesses, youth organizations, and other gathering places for youth to a common web site where learning activities could be pursued and educators engaged in conversations about homework assignments and school activities. This would require the development of new software, training for youth leaders and others, and support of technology use. Alternatively, an application might develop a social studies curriculum that draws on community resources: administrative, judicial, and church records, business transactions, historical society materials, etc. to achieve the social studies standards for the middle school grades. Collaborative learning within and across districts might be implemented using the Internet, an information handling curriculum might be developed using multimedia techniques, and staff development done.

Experiences in schooling, as well as in research, over the past decade have highlighted several areas where our knowledge base is inadequate for advising schools on appropriate uses of technology. These areas make especially appropriate targets for innovative Challenge grant projects which may include the following issues:

Professional development and support. New approaches to teacher preparation and staff development that lead to changes in teaching styles are critical to the effective integration of technology into the curriculum. What types of training are effective in motivating teachers to integrate technology into the curriculum? What role does in-class mentoring play and what levels of technical support are required? Can reliable instruments be developed for scaling the degree to which teachers use a given teaching approach?

Training and support for parents in low-income areas. Parents in our poorest communities must be provided the opportunity to use computers in the home to support their children's schooling. What types and amounts of training are practicable and effective and what levels of support are required? How can home use of computing be monitored? What supports are needed for teachers to be able to communicate more effectively with the homes?

Techniques for assisting teachers in developing computer-based instruction. Past attempts to prepare teachers to develop computer-based materials have not, in general, been successful. Can new methods be found to assist teachers in using the World-Wide Web and multimedia computers for instruction? Are software tools available for making these tasks easier?

New approaches to measuring the impact of educational technology. Many current TICG projects have found standardized, norm-referenced tests to be inadequate for measuring the full range of student outcomes they desire. However, anecdotal evidence and self-report are not convincing evidence for impacts on student performance. Can new approaches be found to measuring impacts on students, perhaps drawing upon multiple indicators (e.g., content covered, quality of student writing, type of tasks assigned, grade-level of readings assigned), plus standardized test scores?

Creative strategies to accelerate the academic progress of at-risk students. Can technology be used to help students catch up when they fall more than a half of a grade level behind in a curricular subject? Teachers are often confronted with students who vary widely in their aptitudes and performance levels. What should be done with fourth graders, for example, who read at a second grade level? Can computers be used to help move them more rapidly toward grade-level performance?

Innovative approaches to enhance information processing skills. Appropriate use of word processors, spread sheets, and the like does not appear difficult to teach, but information search does. How do we improve the information searching skills of elementary and secondary students? Are semantic maps helpful? Do exercises in organizing information help in searching for information? What should be in the "Information" curriculum?

Collaborative learning and team building. The Internet makes collaborating on activities an especially easy task. However, not all types of collaboration over the Internet are effective learning mechanisms. How do we design collaborations at different age levels for learning? What are the critical design features that make collaboration over the Internet different from collaboration by telephone or regular post?

Many of the issues just raised have been highlighted by others recently. For example, a 1997 report from the President's Committee of Advisors on Science and Technology (PCAST), Report to the President on the Use of Technology to Strengthen K-12 Education in the United States, pointed out that " the substantial investment in hardware, infrastructure, software, and content will be largely wasted if K-12 teachers are not provided with the preparation and support needed to effectively integrate technology into their teaching." An earlier report by the Office of Technology Assessment (OTA), Teachers and Technology: Making the Connection, stressed that "… most new teachers graduate from teacher preparation institutions with limited knowledge of the ways technology can be used in their professional practice." The Education Commission of the States, in a 1998 report, Learning and Technology: Integrating Policy Perspectives and Research, stated that "The ways that technologies are used in education determine learning outcomes, not the acquisition in and of itself."

No single proposal is expected to attend to all of these issues, nor is any required to include activities for every component of schooling. However, we encourage consortia to consider these issues in deciding on implementation and evaluation directions. Consideration should also be given to the elements that are considered critical for systemic reform: professional development of staff, curriculum and assessment aligned to content and performance standards, parent and community involvement, a continual improvement school model, as well as the elements critical for technology use: installation of fully working hardware and software, responsive technical support, accessible training, easy access to equipment, data protection and security, and compatible applications.
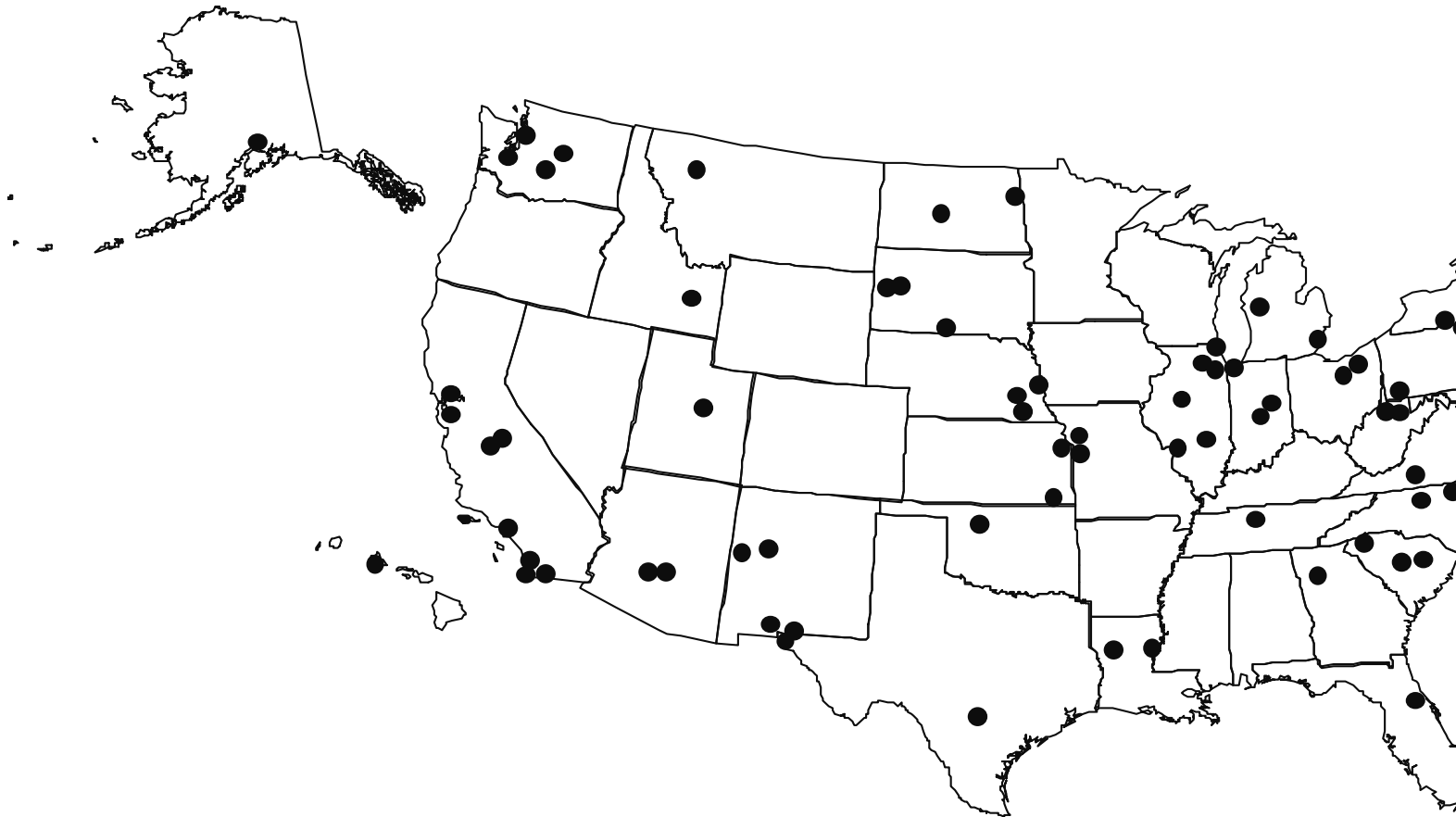
Technology Innovation Challenge Grant consortia are encouraged to act on their most ambitious visions for technology in education reform. These visions must not leave behind students from low-income communities and other areas in need of technology and the acquisition of knowledge and skills for responsible citizenship and productive work. Failure to include these communities will put their future, and the future of the country, at risk. In awarding Technology Innovation Challenge Grants, the Secretary will evaluate the extent to which the proposed project is designed to serve areas with a high number or percentage of disadvantaged students or with the greatest need for educational technology.

How will we know if the significant investments in these grants make a difference? An important focus for each interested applicant is to determine what works and what effective strategies there are for replication in other settings. Leveraging what has been learned from projects has the potential to allow others to reap benefits well beyond the initial investment in an individual grant. An evaluation plan that will clearly assess the activities and outcomes of a project is integral to a well-developed application. Those lessons can be shared with other communities that are struggling to improve teaching and student learning.

Documenting the lessons learned from the Technology Innovation Challenge Grant experience is critical. A Challenge Grant is an example of a project that is integrating technology into the curriculum to foster understanding, reasoning and problem solving where the evaluation involves use of a variety of data collection methodologies including surveys and interviews, observations in classrooms, case studies, and assessment of student outcomes on both performance and standardized tests. Findings to-date have been helpful both in providing information for use in project improvement and in enabling stakeholders to learn about the project's progress and outcomes during its early years.

Map of 82 Technology Innovation Challenge Grants

Application Guidance

WHAT CAN YOU DO WITH A TECHNOLOGY INNOVATION CHALLENGE GRANT?

Challenge Grants demonstrate how new technologies can improve teaching and learning.   Computers and the information superhighway are making significant contributions to a community's goals for education reform when they are an integral part of a comprehensive plan for school improvement. New technologies enhance school readiness and help all students meet high standards. They promote continuous professional development for teachers and foster greater parent and community involvement in education. They reconnect students with their communities, they smooth the transition from school to work, and they help develop the lifelong learning skills students will need in our 21st century economy. Challenge Grants and their partners have a clear vision of how new technologies can improve teaching and learning to achieve these benefits.

WHO CAN APPLY?

Each application must be submitted by a Local Educational Agency (LEA) on behalf of a consortium of partners with appropriate resources to develop innovative applications of technology that will address specific learning needs identified in the application (a definition of LEA appears on p. 7). Each consortium must include at least one local educational agency with a high percentage or number of children living below the poverty line.

In FY 1999, the Challenge Grant Program seeks new applications from local educational agencies and their partners that demonstrate innovative approaches for integrating technology into teaching and learning. The program is interested in bold new ideas that could be sustained after federal funding ends and could serve as national models for replications across the country. Of particular interest are applications that ensure ongoing, sustained professional development for teachers, administrators, and school library media personnel served by the local education agency to further the use of technology in the classroom or library media center.

The consortium holds the potential for a creative synergy among its members. The partners should be carefully chosen for their potential to develop and implement innovative applications of technology for

improved learning. A consortium's efforts should be clearly designed to encourage ongoing involvement of educators, students, parents, business leaders, and others who are committed to school improvement and education reform. Specific objectives for active participation by each consortium member at each stage of development will contribute to success.

Technology Innovation Challenge Grants are not planning grants. Technology Innovation Challenge Grants are five-year development and demonstration projects. Each consortium should have plans in place to begin start-up activities in year one, including initial trials of new learning content and sustained professional development for teachers. Years two and three should be devoted to refinement and expansion of the new applications of technology. Years four and five should support system-wide adoptions that can become self-sustaining after the fifth year.

The Technology Innovation Challenge Grant can not be the only source of support for a consortium's work. Under the selection criteria for this competition, applications will be evaluated on the extent to which members of the consortium make substantial commitments for the costs of equipment, technical support, network linkage, telecommunication services, and other resources.

Specific contributions of consortium members should be clearly identified and documented in the application. The projected contributions should be realistic and credible. The application should include convincing plans for long-term support of the innovation after the grant ends. Challenge Grant consortia are encouraged to demonstrate how other community partnerships can adapt and sustain these innovations in their schools on a cost-effective basis.

Funding provided by Technology Innovation Challenge Grants should augment the investments of consortium members by supporting the development of interactive learning content, continuous professional development for teachers, and instructional strategies that integrate new technologies into the curriculum. Applications in which the primary purpose is to equip schools, build networks, or obtain operating funds for existing systems have not been successful in this competition in the past.

HOW DO YOU DEFINE A LOCAL EDUCATIONAL AGENCY (LEA)?

An LEA is defined as follows in Title XIV, Part A, of the Elementary and Secondary Education Act, as amended: "a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools" The law states further: "The term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school."

In other words, a local educational agency (LEA) is an entity defined under state law as being legally responsible for providing public education to elementary and secondary students. In some states this may include, under state law, an entity performing a service function for public schools, such as an intermediate service agency (ISA). The application must be submitted by a single LEA, but the LEA is not eligible to apply unless it is part of a consortium.

Please Note:

Potential applicants should be aware that Technology Innovation Challenge Grants are highly competitive awards. In the four years of the program more than 2,000 applications have been submitted and 82 grants have been awarded. At the time of this announcement, it is estimated that twenty (20) new grants will be awarded by May 28, 1999.

Challenge Grants are five-year awards, and each applicant must propose five years of activity. Grants will range from $500,000 a year to $2,000,000 a year, with the average being $1,000,000 a year for five years. Applications that exceed $2,000,000 for any year of the five-year project, and applications proposing less than five full years of work, will not be considered (these applications will be returned to the applicant without review).

SELECTION CRITERIA

During the Spring of 1999, external panels of experts will review applications and make recommendations to the U.S. Secretary of Education. The review panels are generally composed of individuals representing three broad perspectives: (1) teachers who use new technologies in the classroom; (2) administrators with school-wide or system-wide responsibilities for developing effective applications of technology; and (3) researchers and consultants drawn from universities, hardware manufacturers, software developers and telecommunication firms. The Secretary will use three criteria to select applications for funding: "significance", "feasibility", and "quality of project evaluation."

(a) **Significance (50 Points)** will be determined by the extent to which the project:

(1) offers a clear vision for the use of technology to help all students learn to challenging standards;

(2) will achieve far-reaching impact through results, products, or benefits that are easily exportable to other settings and communities;

(3) will directly benefit students by integrating acquired technologies into the curriculum to improve teaching and student achievement;

(4) will ensure continuous professional development for teachers, administrators and other individuals to further the use of technology in the classroom, library, or learning settings in the community;

(5) is designed to serve areas with a high number or percentage of disadvantaged students or other areas with the greatest need for educational technology; and

(6) is designed to create new learning communities among teachers, students, parents, and others, which contribute to State or local education goals for school improvement, and expand markets for high-quality educational technology or content.

(b) Feasibility (30 Points) will be determined by the extent to which:

(1) the project will ensure successful, effective, and efficient uses of technologies for educational reform that will be sustainable beyond the period of the grant;

(2) the members of the consortium or other appropriate entities will contribute substantial financial and other resources to achieve the goals of the project; and

(3) the applicant is capable of carrying out the project, as evidenced by the extent to which the project will meet the problems identified; the quality of the project design, including objectives, approaches, evaluation plan, and dissemination plan; the adequacy of resources, including money, personnel, facilities, equipment, and supplies; the qualifications of key personnel who would conduct the project; and the applicant's prior experience relevant to the objectives of the project.

(c) Quality of Project Evaluation (20 Points) will be determined on the basis of the following factors:

(1) the extent to which the methods of evaluation are thorough, feasible and appropriate to the goals, objectives and outcomes of the proposed project;

(2) the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible;

(3) the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes; and

(4) the extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

ELIGIBLE APPLICANTS

Applications must be developed by a consortium including at least one local educational agency with a high percentage or number of children living below the poverty line. The application must be submitted by a local educational agency, but a single educational agency is not eligible to apply unless it is applying on behalf of a consortium that may include other local educational agencies, private schools, state educational agencies, institutions of higher education, businesses, academic content experts, software designers, museums, libraries, or other appropriate organizations.

Government Performance and Results Act

The Government Performance and Results Act (GPRA) of 1993 places new management expectations and requirements on Federal departments and agencies by creating a framework for more effective planning, budgeting, program evaluation, and fiscal accountability for Federal programs. The intent of the Act is to improve public confidence, by holding departments and agencies accountable for achieving program results. Departments and agencies must clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievements. One important source of program information on successes and lessons is the project evaluation conducted under individual grants. Please note that the "How to Apply" section of these guidelines includes a requirement for an evaluation plan to be submitted with each application.

Evaluation Plan

A strong evaluation plan should be included in the 35-page narrative and shape the development of the project from the beginning of the grant period. In no more than 7 pages, the plan should include clear benchmarks to monitor progress toward specific objectives and also outcome measures to assess impact on teaching and, ultimately, student learning. More specifically, the plan should

identify the individual and/or organization that has agreed to serve as evaluator for the project and describe his or her qualifications. It should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders both about success at the initial site and effective strategies for replication elsewhere. Applicants are encouraged to devote an appropriate level of resources to project evaluation. For example some OERI programs allocate up to 15 percent of their budgets for evaluation.

List of 82 Technology Innovation Challenge Grants

Chugach School District, Anchorage, AK
Phoenix Union High School District, Phoenix, AZ
Creighton Elementary School District No. 14, Phoenix, AZ
Berkeley Unified School District, Berkley, CA
Sweetwater Union High School District, Chula Vista, CA
Fresno County Schools, Fresno, CA
Lemon Grove School District, Lemon Grove, CA
Los Angeles Unified School District, Los Angeles, CA
San Mateo County Office of Education, Redwood City, CA
San Diego Unified School District, San Diego, CA
Sanger Unified School District, Sanger, CA
Capital School District, Dover, DE
Volusia County School Board, Deland, FL
Cobb County School District, Marietta, GA
Hawaii State Department of Education, Honolulu, HI
Blackfoot School District #55, Blackfoot, ID
Franklin-Williamson ROE #21, Benton, IL
Chicago Public Schools, Chicago, IL
Madison County ROE, Edwardsville, IL
Pekin Public School District #108, Pekin, IL
Kirby School District #140, Tinley Park, IL
Waukegan Public Schools, Waukegan, IL
Anderson Community School Corp., Anderson, IN
Gary Community School Corp., Gary, IN
Indianapolis Public Schools, Indianapolis, IN
Arkansas City Public Schools, USD 470, Arkansas City, KS
Kansas City Public Schools, Kansas City, KS
Natchitoches Parish School Board, Natchitoches, LA
Concordia Parish School Board, Vidalia, LA
Boston Public Schools, Boston, MA
Hudson Public Schools, Hudson, MA
Lawrence Public Schools, Lawrence, MA
Springfield Public Schools, Springfield , MA
Baltimore City Public Schools, Baltimore, MD
Montgomery County Public Schools, Rockville, MD
Old Orchard Beach School District, Old Orchard Beach, ME
Melvindale-Northern Allen Park Public Schools, Melvindale, MI
Newaygo County Int. School District, White Cloud, MI
Independence, Missiouri School District, Independence, MO
Kansas City, Missouri School District, Kansas City, MO
Polson Public Schools, Polson, MT

North Carolina School of Mathmatics and Science, Durham, NC
Guilford County Schools, Greensboro, NC
Bismark Public School District #1, Bismark, ND
Grand Forks Public School District #1, Grand Forks, ND
Educational Service Unit #5, Beatrice, NE
Westside Community Schools, Omaha, NE
Seward Public Schools, Seward, NE
Manchester School District, Manchester, NH
Gadsen Independent School District, Anthony, NM
Pueblo of Laguna Dept of Education, Laguna, NM
Central Consolidated School District, Shiprock, NM
Community School District #1, New York, NY
New York City Board of Education, New York, NY
New York Community School District 2, New York, NY
Corning City School District, Painted Post, NY
Summit County Office of Education, Cuyahoga Falls, OH
Polaris Joint Vocational School District, Middleburgh Heights, OH
Fairview Public Schools, Fairview, OK
Greene County Vocational-Technical School, Carmichaels, PA
School District of Philadelphia, Philadelphia, PA
Towanda Area School District, Towanda, PA
Richland County School District 1, Columbia, SC
Greenville County School District, Greenville, SC
Sumter School District Two, Sumter, SC
Todd County School District 66-1, Mission, SD
Black Hills Special Services/TIE, Rapid City, SD
Black Hills Special Services Cooperative, Sturgis, SD
Metropolitan Nashville Public Schools, Nashville, TN
Socorro Independent School District, El Paso, TX
Region 19 ESC, El Paso, TX
San Antonio Independent School District, San Antonio, TX
Southeast Education Service Center, Price, UT
Norfolk Public Schools, Norfolk, VA
Franklin County Public Schools, Rocky Mount, VA
Montpelier School District, Montpelier, VT
Manson School District, Manson, WA
Olympia School District, Olympia, WA
Seattle Public Schools, Seattle, WA
North Central Educational Service District, Wenatchee, WA
Marion County Board of Education, Farimont, WV
Monongalia County Board of Education, Morgantown, WV

HOW TO APPLY

Application Deadline: **March 12, 1999**

Each submission should be concise and clearly written. Each submission should include the five sections of the Application and the six sections of the Appendix listed here.

Each application should have the following five sections:

1. **Title Page:** Use the Title Page form included in these guidelines or a suitable facsimile to cover each application copy.

2. **Table of Contents:** Include a one-page table of contents.

3. **Abstract:** Attach a one-page, **double-spaced** abstract following the Title Page (this is in addition to the abstract requested on the Title Page itself). The abstract should mention the problem or need being addressed, the proposed activities, and the intended outcomes.

4. **Narrative:** A narrative of **no more than 35 double-spaced pages, printed in 10-point font or larger.** The narrative should address the selection criteria and each of the issues discussed in this application package. About 20 percent or 7 pages should be devoted to the project evaluation plan.

5. **Budget:** Use the attached Budget Summary form or a suitable facsimile to present a complete budget summary for each year of the five-year project. Please provide a justification for this budget by including, **for each year**, a narrative for each budget line item, which explains: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the costs of evaluation; and (4) a detailed description explaining the funding provided by members of the consortium. Please include project staff travel funds for two trips during each year of the project to Challenge Grant Project Directors' meetings in Washington, D.C.; and two trips during each year of the project to regional Challenge Grant meetings. Each trip will be for three days for up to three persons. At these meetings each Challenge Grant recipient will have an opportunity to strengthen its efforts by collaborating with the other grantees funded in this program.

THE APPENDIX

Each application should be accompanied by an appendix which includes the following six numbered sections:

1. **List of Consortium Members:** List all consortium members, their contact persons, addresses, telephone numbers, and fax numbers. Similar information should be provided for other sources of support. The roles and contributions of all consortium members should be described clearly within the 35-page narrative. Letters of commitment should be included in this section of the appendix to clearly document the role and contribution of each member.

2. **Project Personnel:** Please provide a brief summary of the background and experience of key project staff as they relate to the specific project activities you are proposing.

3. **List of Application Authors:** Please list all persons who wrote the application, their organizational affiliation, the sections they worked on, and the approximate percentage of the total effort each one contributed.

4. **Evidence of Previous Success:** Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the consortium or the activities proposed in the narrative section of the application.

5. **Equitable Access and Participation:** Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include in its application a description of proposed steps to ensure equitable access to, and participation in, its federally-assisted program. Each application should include this description in a clearly identified section of the appendix. The statute, which allows applicants discretion in developing the required description, highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. You may use local circumstances to determine the extent to which these or other barriers prevent equitable participation by students, teachers, parents or other community members. Your description need not be lengthy, but it should include a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances, and it should support the discussion of similar issues in the narrative section of the application.

6. **Private School Participation**: Private schools may participate in Technology Innovation Challenge Grant applications as consortium members. However, if they do not participate as consortium members, Section 14503 of the Elementary and Secondary Education Act of 1965, as amended, (20 U.S.C. 8893) requires that a Technology Innovation Challenge Grant recipient shall, after timely and meaningful consultation with appropriate private school officials, provide private school children and teachers, on an equitable basis, special educational services or other program benefits under this program. Section 14503 further requires LEAs and educational service agencies to consult with private school officials during the design and development of a Challenge Grant application. Each application should include a specific section in the appendix which describes the consultations that have taken place, and the proposed plans for addressing the needs of private school children and teachers, should a Technology Innovation Challenge Grant be awarded.

OTHER ATTACHMENTS

Other attachments are not encouraged. Reviewers will have a limited time to read each application. Their consideration of the application against the selection criteria will be limited to the five sections of the Application and the six sections of the Appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, commercial publications, press clippings, testimonial letters, etc. will not be reviewed and will not be returned to the applicant.

PROPRIETARY INFORMATION

Applications may contain innovative technical or business ideas that, if released to the public, could reasonably be expected to cause substantial competitive harm to the consortium member that submitted that information. Bold legends clearly identifying information that a consortium member believes is of a proprietary nature should appear at the top and bottom of each page on which it appears. The U.S. Department of Education will take this designation into account in determining whether this information can be released in response to a Freedom of Information Act request.

HOW TO SUBMIT APPLICATIONS

The deadline for receipt of applications is March 12, 1999. All applications must be received on or before that date. This closing date and procedures for guaranteeing timely submission will be strictly observed.

NUMBER OF COPIES OF THE APPLICATION

All applicants are required to submit one (1) signed original and two (2) copies of the application (including one unbound copy suitable for photocopying). Each copy of the application must be covered with a Title Page (form included in these guidelines) or a reasonable facsimile. All applicants are encouraged to submit voluntarily an additional four (4) copies of the application to expedite the review process. Applicants are also requested to submit voluntarily three (3) additional copies of the Title Page itself. The absence of these additional copies will not influence the selection process. **All sections of the application and all sections of the appendix must be suitable for photocopying to be included in the review (at least one copy of the application should be unbound and suitable for photocopying).**

Mailing Address, and Address for Applications Sent by Commercial Carrier

Technology Innovation Challenge Grants
    ATTN: 84.303A
    U.S. Department of Education
    Application Control Center
    Regional Office Building-3, Room 3633
    7th & D Streets, S.W. (D Street, S.W. Entrance)
    Washington, D.C. 20202-4725
    Telephone: 202-708-8493

Applications sent by mail must be received no later than March 12, 1999. Applications not received by the deadline date will not be considered for funding unless the applicant can show proof that the application was (1) sent by registered or certified mail not later than five (5) days before the deadline date; or (2) sent by a commercial carrier not later than two (2) days before the deadline date. The following are acceptable as proof of mailing: (1) a legibly dated U.S. Postal Service postmark, (2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, (3) a dated shipping label, invoice, or receipt from a commercial carrier, or (4) any other proof of mailing acceptable to the Secretary.

Applications delivered by hand before the deadline date will be accepted daily between the hours of 8:00 A.M. and 4:30 P.M.., Eastern Time except Saturdays, Sundays, or Federal holidays at the U.S. Department of Education, Application Control Center, Regional Office Building-3, Room 3633, 7th and D Streets (D Street, S.W. Entrance), S.W., Washington, D.C. (Telephone: 202-708-8493). **Applications delivered by hand on March 12, 1999 (on the deadline date) will not be accepted after 4:30 P.M., Eastern Time.**

NOTIFICATION OF AWARD

Applicants will be notified by May 28,1999 whether their application is being funded.

ASSURANCES AND CERTIFICATIONS

Applications selected for funding will require a signed Form ED 80-0013 ("Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements"), Standard Form SF 424B ("Assurances—Non-Construction Programs"), and Standard Form LLL ("Disclosure of Lobbying Activities") before an award is made.

THE FORMS

The following forms are required in all applications. These forms may be photocopied as necessary.

    o Title Page form

    o Budget Summary form

TECHNOLOGY INNOVATION CHALLENGE GRANTS

This application should be sent to:
No. 84.303A
U.S. Department of Education
Application Control Center
Room 3633, ROB 3
Washington, D.C. 20202-4725

1. Application No. (For ED Use Only)

2. Duns Number

3. Legal Applicant (local educational agency)

Legal Applicant Name

Address (Complete)

4. Project Director

Name and Title

Address (Complete)

Telephone:_____ _____

Fax: _____ _____
     Area Code   Number

5. Federal Funds Requested:

1st Year	_____	4th Year_____
2nd Year	_____	5th Year_____
3rd Year	_____	TOTAL _____

6. Consortium Members (other than Legal Applicant):
   Fill in NUMBER of each.

_____	Other LEA	____	Institution of higher ed.
_____	SEA	____	Other non profit
_____	Library	____	For profit firm
_____	Museum	____	Other

7. Duration of Project
Project
Starting Date: _____
Ending Date: _____
Project
Total Number of Months: 60

8. Student Population Directly Benefiting from the

Year 1   **5 Years**
9. Number of Teachers Directly Benefiting from the
Project

Year 1   **5 Years**

10. Application Title

11. Brief Abstract of Application: (Do not leave this blank)

12. Certification By Authorizing Official
The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by governing body of the applicant.

Name_____   **Title**_____

Telephone_____

Signature_____   **Date**_____

TITLE PAGE FORM

Instructions for Completing Title Page Form

DO NOT FORGET TO HAVE THE FORM SIGNED

ITEM 1. **LEAVE BLANK -- FOR OFFICE USE ONLY**

ITEM 2. **D-U-N-S Number:** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: **http//www.dnb.com/dbis/aboutdb/intlduns.htm**.

ITEM 3. **LEGAL APPLICANT:** Enter the name and complete mailing address of the local educational agency which will serve as the legal applicant (fiscal agent). When more than one institution or agency is involved, enter the name of the one which will be responsible for budget control. NOTE: Acknowledgments of grant awards are sent to this address. Remember to complete this section fully.

ITEM 4. **PROJECT DIRECTOR:** Enter the name and complete mailing address of the Project Director or Co-Directors (fiscal agent). If no one has been selected, so indicate and enter the name of the person who can be contacted to discuss the programmatic aspects of the project. NOTE: Name and address listed here will be used to mail notifications of application status. Do not forget to include the telephone number. Both this address and the Legal Applicant address should be detailed. Remember to complete this section fully.

ITEM 5. **FEDERAL FUNDS REQUESTED:** Enter the amount of Federal funds being requested in each year of the project. Under "TOTAL" enter the cumulative amount requested for the duration of the project.

ITEM 6. **CONSORTIUM MEMBERS:** Include the number of each type of consortium member organization included in the consortium.

ITEM 7. **DURATION OF THE PROJECT:** Enter appropriate starting and ending dates.

ITEM 8. **STUDENT POPULATION DIRECTLY BENEFITING FROM THE PROJECT PER YEAR:** Simple student count as of Fall 1998 will suffice.

ITEM 9. **NUMBER OF TEACHERS DIRECTLY BENEFITING FROM THE PROJECT PER YEAR:** Enter the number of teachers.

ITEM 10. **APPLICATION TITLE:** Self-explanatory.

ITEM 11. **BRIEF ABSTRACT OF APPLICATION:** Keep concise and confined to the space provided, but in no case should you leave this blank. Also see instructions under "How to Apply" for submitting a separate one-page abstract.

ITEM 12. **CERTIFICATION BY AUTHORIZING OFFICIAL:** Enter the name, title, and telephone number of the official who has the authority both to commit the Legal Applicant to accepting Federal funding and to execute the proposed project. **Submit the original ink-signed copy of the authorizing official's signature.**

5 Year Budget Summary
(YEARS 4 AND 5 ARE ON THE BACK OF THIS FORM)

Budget Item

	YEAR 1				YEAR 2		
	Requested	Support by LEA or other sources	Total		Requested	Support by LEA or other sources	Total

A. Direct Costs

Budget Item	Requested	Support by LEA or other sources	Total		Requested	Support by LEA or other sources	Total
1. Salaries (professional & Clerical)							
2. Employee Benefits							
3. Employee Travel							
4. Equipment (purchase)							
5. Materials & Supplies							
6. Consultants & Contracts							
7. Other (equip. rental, printing, etc)							
8. Total Direct Costs							
B. Indirect Costs							
TOTALS							

	YEAR 3		
	Requested	Support by LEA or other sources	Total

A. Direct Costs

Budget Item	Requested	Support by LEA or other sources	Total
1. Salaries (professional & Clerical)			
2. Employee Benefits			
3. Employee Travel			
4. Equipment (purchase)			
5. Materials & Supplies			
6. Consultants & Contracts			
7. Other (equip. rental, printing, etc)			
8. Total Direct Costs			
B. Indirect Costs			
TOTALS			

Note: Items 1 through 7 are budget line subtotals that are to be described in the Detailed Budget.

Budget Summary (continued)

Budget Item

	YEAR 4			YEAR 5		
	Requested	Support by LEA or other sources	Total	Requested	Support by LEA or other sources	Total
A. Direct Costs						
1. Salaries (professional & Clerical)						
2. Employee Benefits						
3. Employee Travel						
4. Equipment (purchase)						
5. Materials & Supplies						
6. Consultants & Contracts						
7. Other (equip. rental, printing, etc)						
8. Total Direct Costs						
B. Indirect Costs						
TOTALS						

Note: Items 1 through 7 are budget line subtotals that are to be described in the Detailed Budget.

APPLICATION PACKAGE CHECKLIST

**APPLICATIONS MUST BE RECEIVED
NO LATER THAN March 12, 1999**

CHECK LIST:

❏ The Application Title Page has been completed according to the instructions on the back of the title page.

❏ The Application Title Page has been signed and dated by an authorized official and the signed original has been included with your submission.

❏ **SUBMIT ONE ORIGINAL PLUS TWO COPIES OF THE APPLICATION AND THE APPENDIX (INCLUDING ONE UNBOUND COPY SUITABLE FOR PHOTOCOPYING), PLUS FOUR VOLUNTARILY SUBMITTED ADDITIONAL COPIES. EACH COPY SHOULD INCLUDE THE FOLLOWING SECTIONS:**

The Application:
❏ the title page (page 1)
❏ table of contents (page 2)
❏ an abstract (page 3 - one page maximum)
❏ a narrative (up to 35 pages double-spaced)
❏ the budget summary form, and a detailed budget justification

The Appendix:
❏ list consortium members
❏ list project personnel
❏ list application authors
❏ evidence of success
❏ equitable participation
❏ private school participation

❏ **In addition to the above, include three (3) additional copies of the title page.**

ADDRESS AND DEADLINE DATE:

Technology Innovation Challenge Grants
ATTN: 84.303A
U.S. Department of Education
Application Control Center
Regional Office Building-, Room 3633,
Washington, D.C. 20202-4725
Telephone: 202-708-8493

REMEMBER: Applications mailed or sent by commercial carrier must be received by March 12, 1999. Hand delivered applications must be received no later than 4:30 p.m., Eastern Time on **March 12, 1999**.

Technology Innovation Challenge Grants
Office of Educational Research and Improvement
U.S. Department of Education
Washington, D.C. 20208-5544

Phone: 202-208-3882

Fax: 202-208-4042

E-mail: ITO_STAFF1@ed.gov

Home Page: **http://www.ed.gov/Technology**